$$\begin{pmatrix} \textit{January to March, 1928.} \\ \textit{April to July, 1928, overseas.} \end{pmatrix}$$

Parents' National Educational Union.

The Parents' Union School.

(*Address :* The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

(He shall) "pray for the children to prosper in good life and good literature."—(Dean Colet.)

FORM I., (A & B).

Pupils' Names...

....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *I. Samuel*, chapters 9-26, 31, and from *II. Samuel*, chapter 1. Teacher to read the Bible stories to the children, adding comments if necessary,

or, Beginners : Teacher to read from *Bible Stories : Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 9-21. Teacher may study Dr. Paterson Smyth's *St. Matthew* (Sampson Low, 1/6), lessons viii.-xv.

(*Optional*) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 5/-). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), *or, The Church and School Hymnal* (S.P.C.K., 3/6 ; words only, 1/6).

Reading (Sunday, holiday and "children's hour") (*optional*) :

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 219-299 (1564-1721). *Joan of Arc*

† The 110th term of work set since the Parents' Union School began.

(Nelson, 1/6). Mrs. Ewing's *The Story of a Short Life* (Bell, 1/4). *In the Beginning*, by Eva Erleigh (Heineman, 5/-).

B   Mrs. Gatty's *Parables from Nature* (Dent, 2/-), *or*, *The Child's Book of Saints*, by William Canton (Dent, 2/-).

A & B   *The Call Drum* (forest adventures in Africa), by M. Entwistle (Edinburgh House, 1/-).

Writing.

A New Handwriting * (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).

A   Card 2, lines 1 and 2; card 5, lines 5 and 6, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).

B   Card 3, line 5; card 5, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of The "New Handwriting."

Tales.

A   *The Pilgrim's Progress**(Oxford Press, 3/6, *or*, Nelson, 1/9), Part I., from "The Pillar of Salt" to the end. *Tales of Troy and Greece,* by Andrew Lang (Longmans, 5/-), pp. 145-200.

B   *Three Fairy Tales.* Andersen's *Fairy Tales* (Nelson, 1/9), or Grimm's *Fairy Tales* (Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables, Æsop's *Fables* (Murray, 2/6).

English History.

A   *Our Island Story,** by H. E. Marshall (Jack, 10/6), pp. 230-285 (1347-1485). Mrs. Frewen Lord's *Tales from St. Paul's Cathedral* (Sampson Low, 1/6), chapters 1-4, inclusive.

B   *Our Island Story,* pp. 85-128 (1017-1100).

Geography.

In every lesson there should be six map questions before reading letterpress, then reading and narration.

A   *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 36-38 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 18-24, inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Describe the boundaries of 3 fields: part of the course of a stream or river.

B   *Ambleside Geography Book I.*, lessons 6-10, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), Africa, Egypt, Far North, Arabia, Tibet. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, islands, isthmuses, straits, mountains, lakes.

Natural History.1

A & B   Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).

A   *Riverside Rambles** ("Eyes and No Eyes Series," Cassell, 1/3), lessons VI.-XII. *Animal Life in the New World,** by F. Martin Duncan (Oxford Press, 1/-), pp. 5-40. Find and name wild flowers: watch six wild animals, birds, fishes, water insects, etc.

B   *By Pond and River* ("Eyes and No Eyes Series," Cassell, 1/-),; watch and describe six (*a*) birds, (*b*) animals. *Tommy Smith at the Zoo* (Methuen, 2/9), pp. 111-183.

Picture Study (see *Home Education*, pp. 307-311, for directions).

A & B   Study reproductions of six pictures by Van Eyck* (P.N.E.U. Office, 2/- the set): see notes for teachers in the January number of the *Parents' Review*.

French. 2 (see N.B. 3).

A & B   *Cours de Français*, *Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/-), pp. 80-98 (B take the "series" only).

A   *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 8-14; children to narrate.

B   Singing games, see under *Singing*.

Number (see N.B. 3).

Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.

A   *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I. (University of London Press, 10d.), pp. 1-22. Teacher should use Teacher's Book I. (2/-), *or*, (more easy) Nelson's *Arithmetic Practice*, Part I., Terms II. and III., pp. 28-37; build up and learn Multiplication Tables 7 and 8 (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.

B   Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 1-8. Build up and learn Multiplication Tables 2, 3. 10. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book.* Part I. (1/2).

1 Members overseas see special leaflet.
2 Schools may substitute the national language.

Brushdrawing.

A & B   Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). *Brushdrawing*, by A. F. Fildes (Charles, 5/-); use fresh flowers or fruits for models. Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be used.* Six twigs of trees ; six animals that you have been able to watch ; scenes from your *Tales*, in brushwork.

Recitations.

A & B   Learn 6 verses each from *I. Samuel*, chapter 17, and from *St. Matthew's Gospel*, chapter 14 (from v. 13 onwards). Psalms 23 and 47. One suitable Easter hymn. Recite a poem (each child may choose a different one). Use one of the following : *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, by L. Chisholm, Parts I.-IV. (Nelson, 4d. each part); *Modern Verse for Little Children*, chosen by M. Williams (Oxford Press, 1/-.

Reading.

  Children should visualize new words every day : see *Home Education*, page 240 : see also word drill in the " Beacon Readers."

A   Poetry and books used for History, Geography, and Tales. (Upper I.A) : *Joan of Arc* (Nelson, 1/6)

A & B   Children who can read a little may use one or two of the following : *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Blue Bird* (6d.), *French Fairy Tales* (6d.), (both Collins).

B   Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock : The Children's Reading Box** (3/6) both prepared by E. R. Tetley (Jackson & Son), *or*, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6).

Music.

A & B   (*a*) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), *or*, (*b*) use *Beringer's Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

A & B   Wagner, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6) and *Our Work* (January *P.R.*).

Singing.

A & B   *Sonnez les Matines* (P.N.E.U. Office, 4/6), *or*, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

A   *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 16-19. Two English songs : *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B   *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), *or*, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B   *The Joyous Book of Singing Games* (see above), *or*, *Rhythmic Games and Dances*, by Mrs. Kirk (Longmans, 3/6). Folk dances : *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A   *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6) : take six consecutive Tables.

B   *Physical Exercises for Children under Seven* (3d.).

A & B   *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B   Help in house or garden. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 14 and 15. Make a toy and another gift from Weldon's *Needlework for the Youngest Ones* (No. 123, 6d.). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., Vols. II., III., IV., 1/3 each). Help the " Save the Children Fund " (42, Langham Place, London, W.1).

GENERAL NOTES.

N.B. 1.—All children should spend two years (average ages 7 and 8) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called " Upper I.A."

N.B. 2.—In home schoolrooms where there are children doing the work of A or B as they as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from " Drawing " onwards are advisable but optional.

N.B 5.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination. 1/- for 4 quires *(not less)* single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts. 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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Motto: "*I am, I can, I ought, I will.*"

FORM I. (A and B)

PUPILS' NAMES................. ....

....

Bible Lessons.

A & B I. 1. Tell (*a*), how Samuel went to Bethlehem and
              anointed David to be king, *or*, (*b*), how Jonathan
              warned David that Saul wished to kill him.

      2. Tell the story (*a*), of Saul and David in the cave, *or*,
         (*b*), of Saul's death. What did David say about Saul
         and Jonathan when he heard of their death ?

  II. 1. Tell the story of (*a*), the sower who went forth to sow, *or*,
         (*b*), the servant who owed his king ten thousand
         talents.

      2. Tell about (*a*), Christ healing the two blind men, *or*,
         (*b*), the wheat and the tares.

      N.B.—*Stories learned under recitations should not be given.*

Writing.

A   Write (once only) a line of poetry from memory.
B   Write, or print, (once only), "The fox jumped up on a
      moonlight night."

Tales.

A 1. (*a*), Tell about two things which Christian and Hopeful
        saw from the Delectable Mountains, *or*, (*b*), tell how
        Christian and Hopeful came to the end of their
        journey.

   2. (*a*), Tell how Ulysses and Eumæus arrived at the
        Palace, *or*, (*b*), tell one story about the ram with
        the Golden Fleece.

B 1. Tell (*a*), a short fairy story (from Grimm or Andersen),
        or, (*b*), one of Æsop's Fables.

English History.

A 1. Tell (a), the story of Wat Tyler's rebellion, or, (b), about King Henry V. at the battle of Agincourt.
  2. Tell (a), one story about Joan of Arc, or, (b), how Queen Margaret escaped from the robbers.
  3. (a), Tell about the building of St. Paul's Cathedral, or, (b), mention two of the monuments and say why they are in the Cathedral.
B 1. Tell a story about (a), Harold, or, (b), Count Eustace.
  2. Tell about (a), the Battle of Hastings, or, (b), Hereward the Wake.

Geography.

A 1. What is a river? Draw a diagram of a river, and mark its source, mouth, bed, banks, tributaries.
  2. Describe a visit to (a), "the pleasant land of France," or, (b), to Spain.
  3. Tell six things about "the Emerald Isle."
B 1. Tell (a), about the great discovery of Galileo, or, (b), about how we get day and night.
  2. Tell (a), about "the Children of the Desert," or, (b), about the people of Egypt.

Natural History.

A 1. What do you know about (a), the spider monkeys, or, (b), the tapir and the peccary?
  2. Describe (a), three of the "water pirates," or, (b), the dragon-fly and its larvæ.
B 1. Tell about (a), the sticklebacks and their nest, or, (b), a water-vole.
  2. Tell some of the things that "Tommy Smith" learned about (a), the orang-outang, or, (b), the ostrich.

Picture Study.

A & B Describe "The Three Maries," by Van Eyck.
  (Another picture may be described if this has not been studied.)

French (oral only) *

A 1. Say what you can in French about the pictures on p. 92 (Thémoin).
  2. Give the names for each day of the week in French, and say something about four of them.
  3. Pretend to be "Le Loup" in "Le loup et le chien," giving some of his remarks in French.
B 1. Say something in French about *Un Cadeau* (see picture 88, Thémoin).
  2. Give four French sentences beginning (1) Au printemps, (2) En été, (3) En automme, (4) En hiver.
  3. Say one verse of the French poem you have learned this term.

Number. (All working must be shown.)

A 1. Add together: 189, 7, 350, 61, and four hundred and twelve.
  2. I took 7 shillings out in my purse and spent 2/11½ on fruit. How much had I left?
  3. A boy earned in running errands 1/9½ one week, 2/7 the second week, 3/6½ the third week, and 5 shillings the fourth week. How much did he earn in the 4 weeks?
or, 1. If you can buy 4 bars of chocolate for 6d., how many shillings will you need to buy 60 bars?
  2. Draw the top of an oblong box with sides 2½ inches and 3 inches long, and join two opposite corners. Name the shapes you have now made.
  3. A butcher sells 36 lbs. of meat on Monday, 25 lbs. on Tuesday, and 28 lbs. on Wednesday. How much does he sell in the 3 days?
B 1. Add together: 24
               15
               31
               —
  2. How many apples are there in three baskets containing 8 apples each?
  3. There are 9 trees on one side of a road and 7 on the other. If 4 trees are cut down how many are left standing?

Brushdrawing. (All work to be done with brush and in colour.)

  1. Make a picture, giving it a name, for one of the stories you have enjoyed.
  2. A twig or a spring wild flower.

Recitations. *

  Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading. *

  Father to choose unseen passage.

Music. *

  Examine in work done and report progress.

Singing. *

  Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. *

  Drill, before parents.

Work. ∗

> Outside friend to examine, but list of handicrafts completed
> to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 26th.
Papers to be posted on Saturday, March 31st, *with no other
enclosure*.

N.B. 2.—Subjects thus indicated (∗) to be marked on the
Parents' or Teacher's Report according to Regulations, and
marks to be added up. For scale of values see head of Report
Form.

N.B. 3.—Please note carefully (*a*) the amount of written
work expected in Form I.A, (*b*) the Regulations as to the
number of papers to be sent in by Schools. In Schools : a
teacher's P.U.S. Report on *one* child's oral work may be sent
up from Form I.B, where it is not possible to arrange for the
dictated answers.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report
Form *(a)*, how the pupil has worked during the term ; *(b)*, if there has
been any handicap on account of illness during the term ; *(c)*, the reason
for the omission of subjects in the examination.